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STATEMENT OF ACTIVITIES 1986-87

State Board of Education
State Department of Education

STATE OF CONNECTICUT BOARD OF EDUCATION — 1988

State of Connecticut

William A. O'Neill, Governor

Board of Education

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Commissioner of Education

Frank A. Altieri
Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

STATEMENT OF ACTIVITIES 1986-87

An Annual Report of the State Board of Education and State Department of Education

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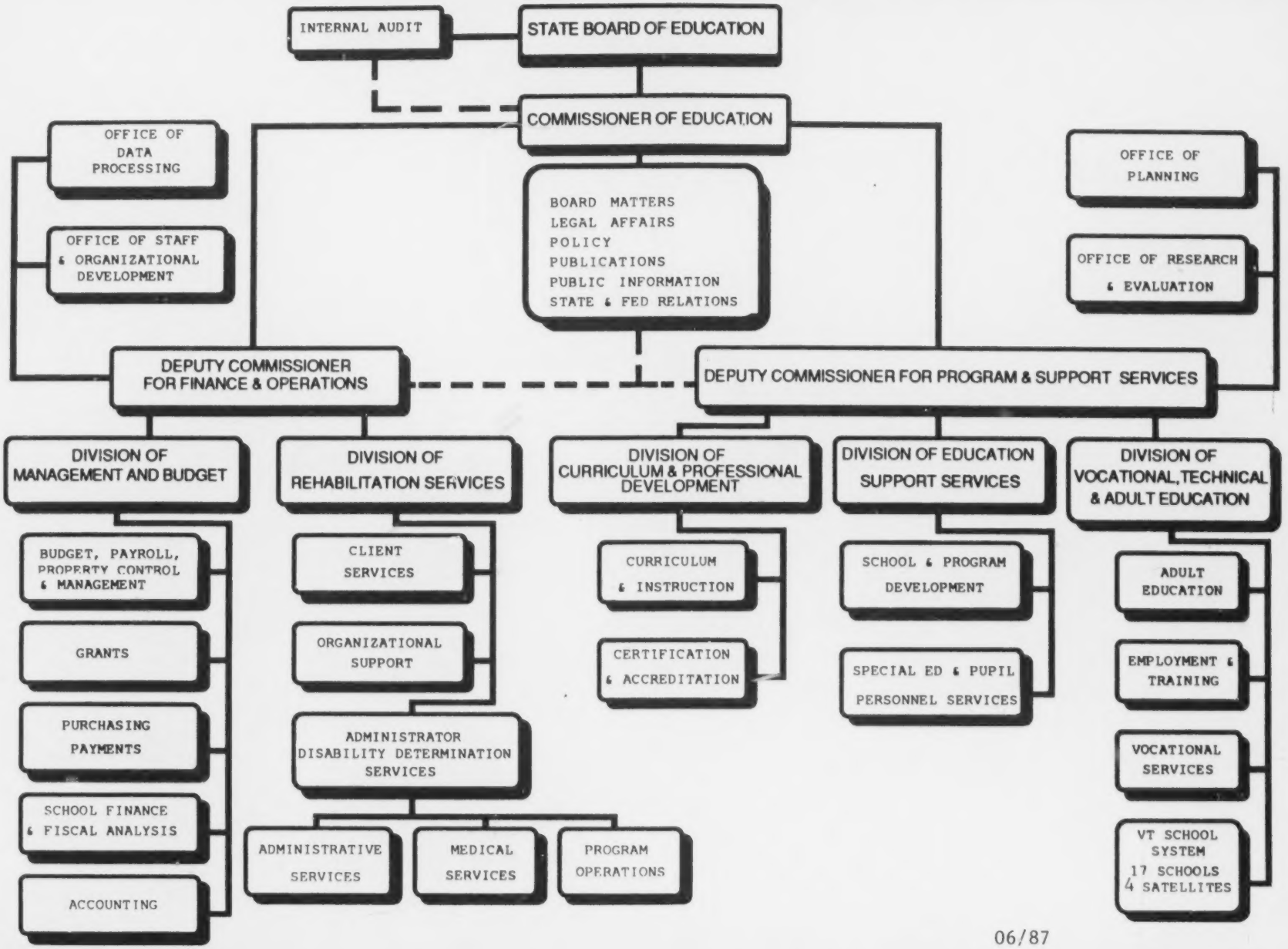
CONNECTICUT STATE DEPARTMENT OF EDUCATION



06/87

Implementation of the Education Enhancement Act--the historic legislation passed by the General Assembly on June 6, 1986--commanded much of the attention of the State Board of Education and its administrative agency, the State Department of Education, during 1986-87. This three-year commitment of funds makes available approximately $300 million for teacher salaries in 1986-87, 1987-88, and 1988-89. It also sets new standards for the teaching profession in Connecticut, including a three-tier system of teacher certification, an alternate route to certification, and testing of prospective teachers.

Efforts at raising both teacher salaries and standards were coupled with continued emphasis on articulating standards for students, measuring their mastery of essential skills, and identifying areas in which focused instruction may be required. The Connecticut Mastery Tests in language arts (reading and writing) and mathematics were administered statewide for the second time to students in grade 4 and for the first time to students in grades 6 and 8. Also during 1986-87, a group of distinguished Connecticut citizens researched and developed Connecticut's Common Core of Learning. Adopted by the board in January 1987, the Common Core articulates the board's "policy on the skills, knowledge and attitudes that are expected of Connecticut's public secondary school graduates."

Considerable effort (including many interagency activities) was directed toward the development and implementation of programs and services at both ends of the educational spectrum: early childhood education (particularly for children judged to be at risk of becoming educationally handicapped) and education and training services for adults.

Organization and Responsibilities

The State Board of Education is responsible for assuring that each student in Connecticut's public schools is provided a suitable educational experience. In 1986-87, the schools enrolled 473,015 students (K-12), including students attending the 17 schools in the State Vocational-Technical School System.

A nine-member Board of Education decides policy, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing educational mandates, and serves as an advocate for both young and adult learners.

Members of the State Board of Education are appointed to four-year terms by the governor, subject to the approval of the General Assembly.

Chairman of the Board is Abraham Glassman, South Windsor, who was reappointed in 1987 to serve until March 1, 1991. Other board members reappointed to serve until March 1, 1991, are A. Walter Esdaile, New Haven; Rita Hendel, New London; John Mannix, Wilton; and Julia Rankin, Ashford. Vice Chairman James J. Szerejko, Hartford; Warren J. Foley, North Canaan; Dorothy C. Goodwin, Storrs; and Humberto Solano, M.D., West Hartford, will serve until March 1, 1989. Norma Foreman Glasgow, commissioner of higher education, is an ex officio member. The commissioner of education, who is the secretary of the board and the administrative head of the department, is appointed by the Board of Education. Gerald N. Tirozzi was reappointed in January 1987 to serve a second four-year term as commissioner.

The seven goals of the board are:

I. To ensure equity for all children;
II. To improve effectiveness of teachers and teaching;
III. To improve skills for future employment;
IV. To improve and expand adult education programs;
V. To improve and expand early childhood programs;
VI. To improve the quality of instruction and curriculum; and
VII. To report on the condition of education in Connecticut.

In February 1986, the board adopted two additional operational goals reflecting its continuing commitment to high quality state operated services:

VIII. Regional Vocational-Technical Schools; and
IX. Agency Management.

This *Statement of Activities* report incorporates activities in support of these operational goals, as appropriate, under Major Achievements.

1986-87 Focus of the State Board of Education

The provisions of the Education Enhancement Act include a voluntary three-year program making state funds available to participating towns to raise minimum salaries of teachers within three years to $20,000 ($21,500 in towns where average household income exceeds the statewide average by 75 percent). The act also makes funds available to participating towns to upgrade the pay of experienced teachers and to hire teachers in schools where the teacher/student ratio needs to be improved. In 1986-87--the first year of the salary program--teachers' salaries increased significantly statewide.

The Education Enhancement Act represented a dual commitment to teacher standards and salaries. In this spirit, the board advocated and the General Assembly enacted revisions to the Education Enhancement Act that established two new grant programs in the areas of teacher evaulation and career incentives. Passed in January 1987, the legislation makes school districts eligible to receive planning grants in these areas in either 1987-88 or 1988-89.

The three-tier system of teacher certification and the alternate route to certification established by the Education Enhancement Act placed significant new demands on the Department of Education. To help meet these demands, the department's Division of Curriculum and Professional Development was reorganized in 1986-87 to include the Bureau of Certification and Accreditation and the Bureau of Curriculum and Instruction. The former coordinates the expanded certification system; the latter is expanding its activities in the areas of curriculum and professional development.

In addition to the revisions in the Education Enhancement Act, the board supported several initiatives enacted by the General Assembly in 1986-87. One bill created a new program aimed at dropout prevention and targeted at districts whose students have the greatest need. Other new legislation provides for more teacher training in substance abuse prevention education and significant expansion in the area of early childhood education, including new grant programs to expand extended-day kindergarten and to create a regional pilot project for services to developmentally delayed infants and toddlers and their families.

The board's priorities--equity, quality and a full range of learning opportunities for all Connecticut citizens from birth through adulthood--are exemplified in the programs and activities carried out by the board's operating agency, the State Department of Education. Achievements are reported by divisions or by staff offices within the two deputy commissioners' offices. The roman numeral(s) in parentheses after each achievement indicates the board goal(s) to which the activity relates most directly. In the case of agency accomplishments involving the collaboration of staff from several offices and divisions, the achievement is described in the section on the Office of the Commissioner.

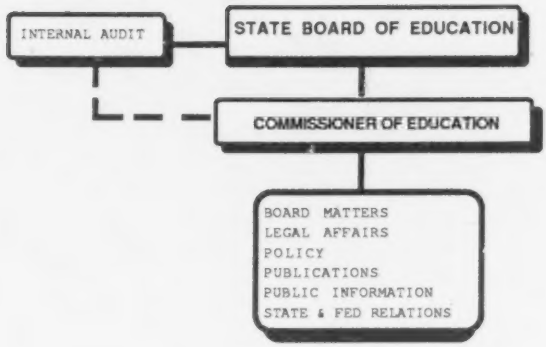
Table 1
State Department of Education
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Management and Budget	105	$ 3,496,147	$ 1,181,816	-	$ 178,230	$755,371,046
Rehabilitation Services	5	224,214	2,124	-	-	3,531,655
Data Processing	8	312,490	689,573	-	16,306	-
Staff and Organizational Development	14	366,836	26,391	-	-	-
Curriculum and Professional Development	47	1,168,030	443,533	$3,420,429	-	5,829,309
Education Support Services	25	834,210	233,926	45,500	-	-
Vocational, Technical and Adult Education	30	1,620,457	214,333	571,259	-	2,380,923
Vocational-Technical School System	1,507	41,196,809	7,554,827	-	811,980	-
Planning	3	165,824	26,154	-	-	-
Research and Evaluation	14	253,162	285,417	3,030,556	-	-
Commissioner's Office	21	809,557	212,844	-	20,417	-
Internal Audit	9	225,694	85,779	-	-	-
Total	1,788	$50,673,430	$10,956,717	$7,067,744	$1,026,933	$767,112,933

General Fund	$836,837,757
Federal and Other Funds	$126,082,546
Department	$962,920,303

Federal and Other Funds					
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments	Total
18*		-	-	-	-
354	$12,539,956	$ 6,317,230	$18,619	-	$ 18,875,805
1*	-	-	-	-	-
-	-	-	-	-	-
16*	25,719	45,477	1,749	$ 1,069,221	1,142,166
47	3,712,461	2,133,340	16,608	86,960,338	92,822,747
40	3,054,364	30,094	-	10,116,475	13,200,933
88*	-	-	-	-	-
1	40,895	-	-	-	40,895
10*	-	-	-	-	-
5*	-	-	-	-	-
-	-	-	-	-	-
580	$19,373,395	$ 8,526,141	$36,976	$98,146,034	$126,082,546

* These positions are supported by funds reported in other operating divisions of the agency.



The State Department of Education carries out, on a day-to-day basis, functions mandated to the board in *Connecticut General Statutes:*

> ...general supervision and control of the educational interests of the state...[including] preschool, elementary and secondary education, special education, vocational education and adult education...provide leadership and...promote the improvement of education in the state...keep informed as to the condition, progress and needs of the schools...develop...evaluation and assessment programs designed to measure...the adequacy and efficacy of educational programs offered by the public schools...Submit to the governor...and to the [education] committee of the general assembly...a detailed statement of the activities of the board and an account of the condition of the public schools and the amount and quality of instruction....

The commissioner of education is the chief executive officer of the State Department of Education and is responsible for the overall management of the department. Functions performed by staff of the commissioner's office are Board Matters, Legal Affairs, Policy, Publications, Public Information and State and Federal Relations.

Board Matters. A member of the commissioner's staff provides liaison to the State Board of Education. This person furnishes the board with timely and accurate information relevant to issues under consideration by the board, and records and documents board actions in accordance with state law. This office also informs department staff of board actions relating to their areas of responsibility.

Legal Affairs. This office reviews contracts, agreements and regulations; handles complaints and inquiries regarding the educational interests of the state; and supervises department participation in

hearings, appeals and teacher-board of education conciliations and arbitrations. Staff also provides liaison with the state's Attorney General's Office and provides information about educational rights to department staff, local school districts, parents and citizens. Oversight of the special education hearing system also is a responsibility of this office. Staff ensures that exceptional children and their parents, or other legally designated representatives, are afforded rights accorded to them in state and federal laws. A parent who fails to obtain satisfactory resolution of a problem concerning special education at the local level may request that the State Board of Education provide a hearing or mediation.

Policy. Functions include assisting in the coordination and development of board and department policy; supporting the commissioner in carrying out such policies; enhancing the image of the department; facilitating communications with other organizations, groups and individuals; and assisting in the overall effectiveness of the department.

Publications. This office is responsible for editing and producing department publications, providing consulting services to department personnel as they prepare materials for publication, and for maintaining the quality of the materials and publications issued by the department.

Public Information. This office coordinates all contacts between the media and the department and also responds to inquiries from the public, including calls to the Governor's Information Line. Staff members also develop materials for speeches, news releases, articles and department publications. This office also maintains a clipping service and assists with the distribution of publications.

State and Federal Relations. At the state level, this office assists with all department activities related to the executive and legislative branches of state government. The attorney who heads this office coordinates and guides the department's proposed legislation package through the General Assembly and provides liaison with the Education, Appropriations and Finance committees for matters concerning legislation, regulations, funding and constituent concerns. Following each legislative session, all school districts and educational organizations are provided with up-to-date information on new laws concerning education. At the federal level, this office provides liaison with Congress and Washington-based or regional executive and legislative offices. To provide the board and the department with timely information regarding legislation and other actions that may affect education in Connecticut, staff also maintains contact with a host of national educational agencies and organizations.

Major Achievements

- The staff of the commissioner's office and personnel throughout the agency carried out many activities aimed at implementing the various provisions of the Education Enhancement Act. These included drafting comprehensive certification regulations to reflect the new three-tiered certification continuum established by the legislation; designing an alternate route to certification; and developing methods and instruments for testing prospective teachers as required by the new law. In addition, the first year of the salary provisions of the Education Enhancement Act resulted in a significant increase in teachers' salaries statewide.

- Staff also worked toward the enactment of revisions to the Education Enhancement Act which included the establishment of new grant programs in two key areas: teacher evaluation and career incentives.

- Several other pieces of legislation enacted by the General Assembly in 1986-87 will affect education and the work of the department. One bill created a new program aimed at dropout prevention and targeted at districts whose students have the greatest need. Other new legislation provides for more teacher training in substance abuse prevention education and significant expansion in the area of early childhood education, including new grant programs to expand extended-day kindergarten and to create a regional pilot project for services to developmentally delayed infants and toddlers and their families.

- Under the state's mastery testing law, the department tested all students in grade 4 for the second time and all students in grades 6 and 8 for the first time in October 1986. The tests measure students' performance in mathematics and language arts (reading and writing) against standards established by Connecticut educators.

- As part of the mastery testing program, the department published handbooks for teachers for the grades 6 and 8 mastery tests in mathematics and language arts. (This completes the series begun the previous year with handbooks for the grade 4 tests.) Staff also conducted six regional workshops to disseminate the information in the handbooks for the 4th, 6th and 8th grade tests.

- The Priority School District Program received a very positive evaluation report on the first 2-1/2 years of the three-year pilot program. Prepared by evaluators from the University of Connecticut, the report listed 128 major accomplishments attributed to the program, in which 15 school districts participated. As a result of the evaluation, the board requested that the General Assembly make the Priority School Districts effort a continuous program; this was later enacted by the legislature.

- A group of distinguished Connecticut citizens researched and developed Connecticut's Common Core of Learning. Adopted by the board in January 1987, the Common Core articulates the board's "policy on the skills, knowledge and attitudes that are expected of Connecticut's public secondary school graduates." Department staff began working with districts interested in implementing the Common Core.

- The Institute for Teaching and Learning offered more than 130 professional development sessions for the state's teachers during the summer of 1986. Topics included early childhood, writing, arts, language arts, mathematics, science, social studies, special education, bilingual education, thinking skills and supervision. During the school year, the Institute also presented a series of conferences on substance abuse prevention, language arts, children's literature and mathematics.

- A significant expansion of the Connecticut Principals' Academy included the presentation of training, awareness and team-building programs in more than a dozen areas of professional development for building principals.

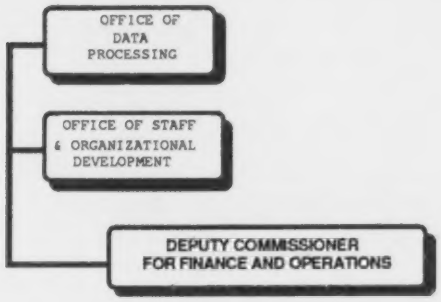
- The department expanded the Young Parents Program, providing funds to help school districts establish or maintain programs with day-care components for students who are parents and need additional support in the public schools to continue their education. Eight programs across the state served 431 students and 229 children of these students during 1986-87.

- An updated program evaluation of bilingual education in Connecticut was completed, providing further information about the populations served, programs and program outcomes.

- The department continued its commitment to the extended-day kindergarten, working with parents, teachers and administrators to encourage expansion of existing extended-day programs and creation of new ones. In addition, staff worked toward passage of legislation establishing a competitive grant program that provides funding to create new or expand existing extended-day programs.

- Reorganization of the administrative structure of the Vocational-Technical School System established four new positions: assistant superintendent for administrative services; assistant superintendent for curriculum, instruction and professional development; and two regional assistant superintendents (to better respond to the day-to-day concerns of the vocational schools). The new structure is designed to allow the Vocational-Technical School System to better meet the needs of students, teachers, business and industry.

- During 1986-87, the department published five issues of Challenge Update, a widely circulated newsletter containing a message from the commissioner and presenting the viewpoint of Connecticut educators about current issues. Special topics included the Education Enhancement Act, the Celebration of Excellence program, special education in Connecticut, the Institute for Teaching and Learning, and statewide efforts in evaluation (including mastery testing, teacher assessment and evaluation, bilingual education, and the Connecticut Assessment of Educational Progress).


OFFICE OF DATA PROCESSING
OFFICE OF STAFF & ORGANIZATIONAL DEVELOPMENT
DEPUTY COMMISSIONER FOR FINANCE AND OPERATIONS

Two of the department's four staff offices--the Office of Data Processing and the Office of Staff and Organizational Development--report to the Deputy Commissioner for Finance and Operations. Both offices provide services that contribute to the efficient operation of the agency and its five divisions, making it possible for them to accomplish the board's educational goals.

Data Processing. This office provides computer services for the entire department. The staff is responsible for the acquisition of computer hardware and software, and for the maintenance, enhancement and support of all department computer programs and systems.

The staff coordinates computer resource management and application development (both data processing and word processing) as well as training, monitors major projects, and provides the automation resources and support to help the department meet its management goals. An annual computer fair offers demonstrations of department operations that have been automated and provides department employees with exposure to state-of-the-art technology in office automation and computerized operations.

Office of Staff and Organizational Development. This office has responsibility for the coordination of all agency personnel functions and assignments including evaluations, training and development of agency staff. It also has the obligation to ensure that all personnel are treated equitably as part of the agency's Affirmative Action Plan and state and federal labor relations laws and regulations.

The personnel unit assists agency personnel in the development and processing of all personnel actions including hiring, promotion and retirement. Staff members coordinate recruitment, assignment and training of classified and unclassified personnel, administer the annual evaluation of all department personnel, administer the department's labor relations, coordinate staff development and training activities and maintain all vital records.

The affirmative action unit is responsible for the development and implementation of the State Department of Education's Affirmative

Action Plan pursuant to Connecticut General Statutes 46a-68. The staff reviews all personnel actions to ensure equal employment opportunity, trains department staff in fair employment practices, processes internal affirmative action grievances and coordinates with the Commission on Human Rights and Opportunities on discrimination complaints filed against the department.

Major Achievements

Data processing computer programs and systems development which have impacted on department operations and public education include:

- Expanded the teacher certification system to include CONNCEPT test results.
- Interfaced the department's Payroll Expenditure System with the Comptroller's Payroll System.
- Established a desktop publishing system and provided department personnel with training in the use of the appropriate equipment and software programs.
- Developed more automated grants processing procedures.
- Automated the department's procedures manual, now available to personnel through their computer workstations.
- Refined the department's computerized Inventory Control System.

The Office of Staff and Organizational Development had primary responsibility for the following accomplishments:

- Developed a revised comprehensive Affirmative Action Plan which was adopted by the board in June 1987.
- Reviewed and monitored the selection process for more than 200 unclassified professional and managerial appointments in order to ensure conformance with the established objectives in the Affirmative Action Plan.
- Streamlined the department's process for responding to Commission on Human Rights and Opportunities complaints, thereby increasing efficiency.
- Delivered equal employment opportunity training to 50 managers and agency professional staff.
- Convened the agency's Employee Advisory Council on Affirmative Action five times in 1986-87.

- Participated in the initiative to address racial equity in Connecticut schools through the department's Racial Equity Committee.

- Implemented a managerial and professional staff evaluation process which correlates with the board's established goals and objectives. Through this process a provision for merit pay, which recognizes significant achievements, has been implemented.

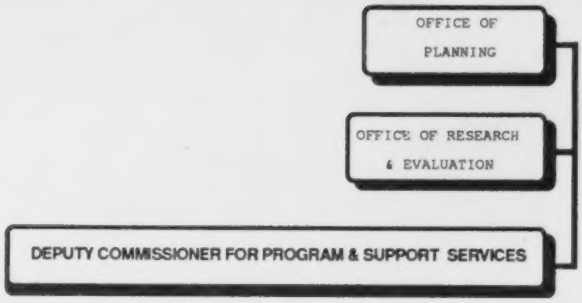
- Implemented a promotion review system for department professional staff, resulting in the promotion of more than 25 professional staff within the professional unclassified series. This system evaluates the accomplishments and contributions of staff under review.

- Coordinated the development of functional job descriptions for all agency consultant and managerial staff.

- Developed and implemented a proposal for management training focused on managerial effectiveness; two six-member teams participated.

- Coordinated training for 50 vocational-technical school administrators in fiscal management and the state's audit process.

- Participated in collective bargaining negotiations with the State Vocational Federation of Teachers, American Federation of School Administrators, Education Professionals, and Education Administrators.



The Office of Planning and the Office of Research and Evaluation report to the Deputy Commissioner for Program and Support Services.

Office of Planning. The staff coordinates activities related to the State Board of Education's five-year plan, *Design for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990.* The office is responsible for long-term planning related to programs and services provided by the department and serves as a base for ad hoc departmental committees convened to address educational issues, particularly issues which have implications for several divisions of the agency. Staff responsible for the Program Compliance Review (PCR) process, the comprehensive program monitoring system, is housed in this office.

Office of Research and Evaluation. The Office of Research and Evaluation (ORE) performs a series of functions in the areas of assessment, testing and evaluation, data collection and analysis, and research services. Through this research and evaluation capacity, the office provides department staff, Connecticut educators and citizens with the information needed to direct and operate the public elementary and secondary schools of the state. The office prepares information, regularly and on request, in forms useful to state and local policy makers and program managers. This includes research findings, program evaluations, policy analyses, reports on department activities and on the condition of education in the public schools. Additionally, ORE has designed and implemented several large-scale testing and assessment systems to provide information on the competence of students and prospective teachers. The work of the office relates directly to the seven State Board of Education goals for public education.

Major Achievements

The Office of Planning assumed primary responsibility for the following activities:

- Coordinated the preparation of the agency's second annual plan of action to carry out the board's five-year policy plan, *Design for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990.* The 1987 Action Plan provided extensive detail on the agency's administration of programs and operations, anticipated outcomes of program measures, major activities, estimated target completion dates and fiscal year 1986-87 cost implications related to each board goal and objective. The primary use of the action plan is for department staff to monitor progress during the year and to systematically report results and accomplishments to the board.

- Worked with school districts on meeting the state's requirement that they submit local board goal statements by July 1, 1987. These goal statements are reviewed and approved by the commissioner as they pertain to the State Board's five Statewide Educational Goals for Students adopted as part of the board's comprehensive policy plan, *Design for Excellence.* Districts were encouraged to review *Connecticut's Common Core of Learning* as they pursued setting student objectives.

- Coordinated the development of the joint report to the legislature by the department and the Connecticut Alcohol and Drug Abuse Commission entitled, "Issues Concerning Substance Abuse Among School-Age Youth." (Board Goal I)

- Contributed to the report of the Governor's Action Committee on Drug Education through the promotion of comprehensive health education strategies to reach youth in schools through substance abuse prevention education, intervention services, and schools' collaboration with other youth-serving community agencies. (I)

- Provided leadership in intradepartmental, interagency and other statewide efforts aimed at dropout prevention. This included sponsoring a state conference, "Catch a Falling Star: Connecticut's Initiatives in Dropout Prevention," in collaboration with the Juvenile Justice Advisory Committee, the Regional Lab, Inc., Connecticut Business and Industry Association, the State Job Training Coordinating Council, the Connecticut Alcohol and Drug Abuse Commission and the Department of Children and Youth Services. The Office of Planning also coordinated the department's Dropout Prevention Initiative Group and assisted local school districts in planning dropout prevention programs by disseminating "Program Profiles" of current school dropout prevention practices that were reported to be effective by Connecticut educators. (I)

- Reviewed nine state and federal programs in 47 school districts, one unified school district and three regional educational service centers using the department's coordinated monitoring system, the Program Compliance Review (PCR) process. In addition, a curriculum assessment review was successfully conducted in six towns. (VII).

Highlights of the accomplishments of the Office of Research and Evaluation are as follows:

- Administered the statewide Connecticut Mastery Tests to some 91,000 students in grades 4, 6 and 8 and reported the results to all school districts and the State Board of Education. This represented the second administration of the tests in grade 4 and the first in grades 6 and 8. (VII)

- In cooperation with the Division of Curriculum and Professional Development, published handbooks for teachers for the Grades 6 and 8 Connecticut Mastery Tests in mathematics and in language arts. (VI)

- Produced 70 special research analyses for local school districts using the Connecticut Mastery Test data. (I, VI, VII)

- Administered the Connecticut Basic Skills Proficiency Test to approximately 33,000 ninth graders and retested about 4,700 10th, 11th and 12th grade students. (VII)

- Administered the first statewide student assessment in the area of secondary foreign languages and vocational education/industrial arts under the Connecticut Assessment of Educational Progress (CAEP) Program. (III, VI, VII)

- Reported on the first comprehensive statewide quantitative and qualitative evaluation of the state bilingual education program and continued individual program evaluations for three state-mandated grants: Summer School, Time-on-Task, and the Inter-district Cooperative. (I, VII)

- In cooperation with the Office of Planning, prepared the first comprehensive report on the progress being made in meeting the State Board of Education's Comprehensive Plan's Indicators of Success. (VII)

- Published and disseminated more than 300 copies of *Research, Program and Policy Trends in Dropout Prevention: A National Perspective*, and implemented a special pilot study of six Connecticut high schools to identify successful strategies for dealing with at-risk students. (I, II)

- In cooperation with the Bureau of Special Education and Pupil Personnel Services, completed an in-depth research study of the variables associated with the outplacement rates of seriously emotionally disturbed children. (I)

- Published 15 research reports on the condition of education in Connecticut. (VII)

- Responded to more than 400 special requests for information by local school districts and Connecticut citizenry, including the production of 30 local school district enrollment projections. (VII)

- Gathered and analyzed data on minority students and staff, nonpublic schools, and graduate follow-up activities of public and nonpublic school students. (I)

- Completed implementation of an upgraded Integrated Student Information System for reporting special education data. (I, VII)

- Prepared special research and statistical analyses for the task force on racial imbalance and the Advisory Committee on Staffing and Resource Models, and conducted a needs assessment for the State Plan for Vocational Education. (I, VII)

- Conducted an in-depth research study on the supply of teachers, investigating reasons for leaving, sources of new teachers, teachers certified but not hired, and former teachers. (VII)

- Administered the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) in the fall and spring to some 1,650 prospective teachers, and reported the results to the students, their institutions and the State Board of Education. (II)

- Initiated the subject knowledge validation work on the existing National Teacher Examination (NTE) tests for the 25 Connecticut certification areas, and established a phase-in schedule for administering the tests to prospective teachers by spring 1990. (II)

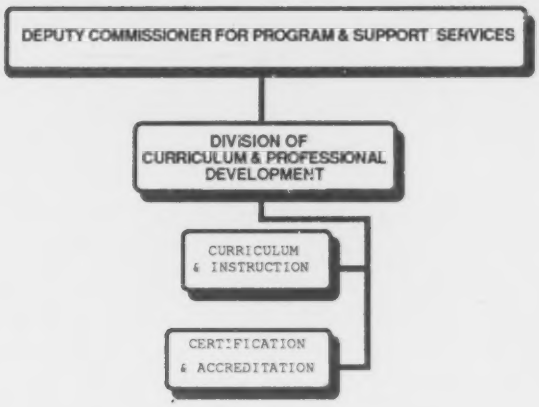
- Completed the preliminary test specification work for the new, customized Connecticut Elementary Education Examination for prospective teachers to be implemented by spring 1990. (II)

- Initiated an evaluation study to examine the pilot implementation of the Cooperating Teacher Program. (II)

- Initiated the design and initial instrument development work for the training and assessment components of the Beginning Educator Support and Training (BEST) Program. (II)

- Conducted a major research study concerning the usefulness and validity of an assessment interview approach for evaluating the subject matter and pedagogical knowledge of beginning teachers. (II)

- Arranged an interstate compact with the California Department of Education to develop new teacher assessments and secured a National Governor's Association grant to support this interstate effort. (II)


DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES
DIVISION OF CURRICULUM & PROFESSIONAL DEVELOPMENT
CURRICULUM & INSTRUCTION
CERTIFICATION & ACCREDITATION

Who is teaching and what is being taught--perhaps the most important elements in the educational process--are the concerns of the Division of Curriculum and Professional Development. The division seeks to help local school districts develop and improve curriculum offerings, and to enhance teacher and administrator competency.

The activities of the Bureau of Curriculum and Instruction increased emphasis on curriculum content and sequence, graduation requirements, the Common Core of Learning that can reasonably be expected of all high school graduates, supporting and assessing new teachers, recognizing outstanding teachers and continuing in-service education for educators. The Bureau of Certification and Accreditation focuses on developing and implementing the certification requirements.

Bureau of Curriculum and Instruction

Professional staff members provide consultative services and information concerning the content of programs of instruction in the state's public schools, preservice and in-service education and use of technology.

Curriculum development. To assist local school districts to provide mandated "planned, ongoing and systematic programs of instruction," specialists in the curriculum areas of the arts, foreign language, language arts (including reading, writing, speaking and listening), mathematics, physical education, science and social studies provide consultation and materials. Additionally, members of the staff assist local school districts in developing and implementing developmentally appropriate kindergarten programs. All consultants frequently hold local, regional and statewide workshops, meetings and conferences on topics of interest and concern to those attending. They also respond to requests from individual school districts for assistance and serve as a resource to other State Department of Education units, state agencies and the public.

The staff works with the State Board of Education Advisory Council for School Approval, comprised of representatives of public and private schools and accrediting organizations, to provide nonpublic schools in the state with an opportunity to assure their clients that their education programs conform to standards established by the State Board of Education. Administration of the approval process also is the responsibility of this unit. Other responsibilities are providing parents with information about nonpublic schools and maintaining records of closed schools.

In 1976, the State Board of Education adopted a policy regarding parental requests to educate children at home. The staff monitors implementation of department guidelines and approves processes used by local boards of education which have legal authority to determine if the instruction a child would receive at home is equivalent to that offered by public schools.

Early childhood education. Consultants in early childhood education have expertise about the development of children from birth until they are ready to enter the primary grades. The staff seeks to ensure that all of the state's young children have access to quality learning experiences before they enter kindergarten. Serving both public and nonpublic early childhood programs, staff members encourage research on early childhood education practices, disseminate research results, and seek to expand professional development activities for early childhood educators. They also collect data and information for planning and evaluation activities and administer two grants:

- the Preschool Grant Program (which supports training, technical assistance and service to benefit children with handicaps from age three to five); and

- the Young Parents Program (which provides quality care for the children of young parents and a planned program for the young parents themselves while they finish high school).

The staff also establishes criteria for and administers the licensure and approval of educational components of the early childhood education programs in public schools and day care centers.

Learning Resources and Technology. Staff members of this unit provide technical assistance to help local schools and school libraries develop programs and acquire facilities for the effective use of computers and television in instruction. They also administer the department's instructional television service, selecting and scheduling programs for broadcast to the schools by Connecticut Public Television, and each year publish a guide to the programs for distribution to the schools. Another function is to encourage cooperation among the State Department of Education, local school districts, regional educational service centers, cooperative library service units and the State Library.

Professional development plans and programs. To ensure continuing professional growth among teachers, the staff of this unit provides leadership and assistance to local school districts and institutions of higher education in the form of preservice and in-service teacher education. The staff also assists individual districts in the preparation of their professional development plans, which are required by law. In addition, this unit administers the Teacher of the Year program to encourage and recognize excellence in teaching, and the Celebration of Excellence program, which identifies and disseminates information about exemplary curriculum projects and provides recognition for the teachers who designed them.

The programs of The Institute for Teaching and Learning, initially offered in the summer of 1984, have proven extremely popular. About 3,000 teachers applied for the 600 available spaces at the first teacher and administrator institutes. In 1985, an appropriation of $1.53 million enabled the department to triple the number of participants. Another increase in funding, to $2.5 million for 1986-87, allowed the Institute to present more than 130 summer sessions for 3,100 teachers during the summer of 1986 and a series of conferences during the 1986-87 school year that focused on mathematics, language arts, and cognition and instruction.

The unit also is responsible for the approval process by which the state's 14 teacher preparation programs undergo self-evaluation and for on-site evaluation by external visiting teams.

Bureau of Certification and Accreditation

This new bureau is responsible for issuing to eligible teachers and administrators the certificates necessary for employment in local school districts, vocational-technical schools, regional educational service centers, unified school districts I, II and III, and approved special education facilities.

An annual survey of the certification of all education employees subject to certification ensures that all school personnel hold appropriate certificates in compliance with statutes and regulations concerning certification.

Approximately 11,000 applications were reviewed and 9,000 certificates were issued in 1986-87.

Major Achievements

The accomplishments of the Division of Curriculum and Professional Development relate particularly to State Board of Education goals II, V and VI.

- Reviewed yearly updates of five-year plans for professional development submitted by local school districts in compliance with the statutory requirement to develop five-year plans for ongoing and systematic professional development, and granted $2.5 million in professional development entitlement grants to implement the plans. (II)

- Offered, during the summer of 1986, more than 130 professional development sessions for the state's teachers in the areas of early childhood, writing, arts, language arts, mathematics, science, social studies, special education, bilingual education, thinking skills and supervision. (II)

- Presented, during the 1986-87 school year, a series of conferences on substance abuse prevention, language arts, children's literature and mathematics. (II)

- Continued to purchase services from the Educational Products Information Exchange (EPIE), which provides up-to-date evaluation of computer software programs for education. The EPIE information is made available to local school district staffs through the regional educational service centers. (VI)

- In cooperation with the Office of Research and Evaluation, analyzed and disseminated the results of the 4th, 6th and 8th grade mastery tests and the results of the CONNCEPT examination for prospective teachers. (II)

- Conducted six regional workshops to disseminate the information contained in teacher handbooks on 4th, 6th and 8th grade mastery testing in language arts and mathematics. (II)

Table 2
Division of Curriculum and Professional Development
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	2	$ 66,724	$ 1,595	-	-	$5,829,309
Bureau of Curriculum and Instruction	27	696,952	361,648	-	-	-
Bureau of Certification and Accreditation	18	404,354	80,290	$3,420,429	-	-
Division Total	47	$1,168,030	$443,533	$3,420,429	-	$5,829,309

- With the Department of Higher Education and Wesleyan University, sponsored a third conference on teacher preparation to explore the role higher education can play in efforts to improve teaching. (II)

- In cooperation with the Office of Research and Evaluation, developed highlights and summary reports for the Connecticut Assessment of Educational Progress (CAEP) foreign language assessment. School districts and professional organizations in foreign language can use the results to improve instruction in foreign language. (VI)

- Developed and conducted the second Celebration of Excellence program, which identified and disseminated information about 75 exemplary curriculum projects designed by 75 selected teachers. (II)

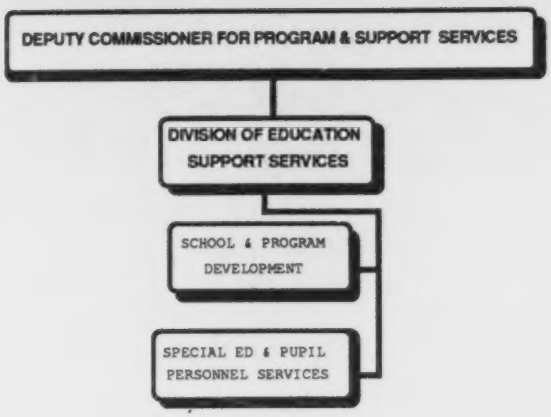
- Drafted comprehensive certification regulations to reflect the new three-tiered certification continuum established by the Education Enhancement Act. (II)

- With the Department of Higher Education and the Institute for Effective Teaching, developed a design for an alternate route to teaching. (II)

- Revised the certification application process to allow applicants to have better knowledge of their application status and to incorporate new testing requirements. (II)

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
	-	-	-	-	-
	7*	-	-	-	-
	9	$25,719	$45,477	$1,749	$1,069,221
	16	$25,719	$45,477	$1,749	$1,069,221

* These positions are supported by funds reported in other operating divisions of the agency.


DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES
DIVISION OF EDUCATION SUPPORT SERVICES
SCHOOL & PROGRAM DEVELOPMENT
SPECIAL ED & PUPIL PERSONNEL SERVICES

The Division of Education Support Services includes the Bureau of Special Education and Pupil Personnel Services and the Bureau of School and Program Development. This division is responsible for strengthening and monitoring a variety of services to increase learning opportunities for students with special needs, and for increasing school effectiveness. Division activities include approving special education programs in private schools, ensuring that exceptional children and their parents are afforded their rights under the law, and providing assistance to local school districts which elect to pursue a school-based educational improvement program.

Bureau of School and Program Development

The activities of the bureau cover a wide range of services provided to local school districts to help them serve the needs of disadvantaged student populations. Many of the services are federally funded in full or in part.

Administration of Chapters 1 and 2 of the federal Education Consolidation and Improvement Act. Chapter 1, Compensatory Education, provides local school districts with funding to benefit low-achieving children, including the children of migratory workers, and institutionalized, neglected and delinquent children. In 1986-87 $33,438,207 in entitlement grants were sent to local school districts to serve approximately 50,000 students. In addition, $2,773,164 in migrant grants were awarded to 12 school districts, and approximately one million dollars were awarded to institutions serving neglected and delinquent children and to correctional institutions serving young adults under age 21.

Chapter 2, Education Block Grants, is divided into three sub-chapters: (A) basic skills instruction; (B) improvement and support services such as instructional materials and equipment, guidance counseling and testing, staff and management development, and voluntary desegregation; and (C) special projects such as arts in education, health and environmental education, gifted and talented programs and career education.

For 1986-87, $5,570,156 in Chapter 2 federal funds were awarded Connecticut. Approximately $4.5 million in entitlement grants were sent to local school districts for use in any of the subchapter purposes. In addition, funds were available for competitive grants, race desegregation, and the regional educational service centers.

Education Evaluation and Remedial Assistance Act (EERA). The unit monitors local school districts' implementation of their remedial assistance plans to identify and serve children in need of remediation, including those who fall below the remedial standards on Connecticut Mastery Tests at grades 4, 6 and 8. In 1986-87, $8,633,496 were provided for supplementary services for low-achieving public and nonpublic students.

Summer school. The bureau administered the state Summer School Incentive Grant Program for the second year. Twenty-one school districts served more than 4,000 students through state grants totalling approximately one million dollars.

School development. The School Development Unit offers technical assistance to schools which have a substantial number of socioeconomically and/or educationally disadvantaged students to develop the internal capacity for self-renewal, to improve instruction and to increase student learning. In addition, the unit offers supportive and advisory services to all schools regardless of student need. Based upon recent research findings on school and classroom effectiveness and school-based change, state facilitators guide teachers and principals through a process of needs assessment, action planning, program implementation and evaluation. During 1986-87, 50 elementary and secondary schools participated in school effectiveness.

Bilingual education and equity. Bilingual education must be provided by schools with at least 20 pupils who share a dominant language which is not English and who have demonstrated limited English proficiency. In 1986-87, nearly 11,000 students in Connecticut were eligible for bilingual education programs; more than 94 percent of them were Spanish-dominant. A report from a statewide advisory group was issued, containing recommendations for improving the education of limited-English-proficient students in Connecticut.

In addition, this unit seeks to enhance the range and quality of instructional programs for all students regardless of dominant language, race, national origin or sex. Program managers are responsible for developing and implementing programs in state and federal legislation; they monitor for compliance with applicable state and federal laws and regulations, and assist local districts to improve educational opportunities for students with special needs through statewide, regional and local workshops and conferences on equity issues.

Child nutrition. Staff in this unit administers several federally funded child nutrition programs through which the U.S. Department of Agriculture reimburses school districts, units of local governments, and certain private nonprofit organizations which comply with federal regulations in providing meals for children. In addition,

information about foods and nutrition is provided for children, teachers and food service personnel in schools, institutions and centers participating in the Nutrition Education and Training Program.

The School Breakfast Program provides a nutritious meal to students at the beginning of each school day. In Connecticut, breakfast programs are available in 53 public schools, serving approximately 3,780 children each day. Another 2,425 children are served breakfast each day in private residential facilities.

State Student Advisory Council on Education (SSACE). The SSACE provides a means of direct communication between the State Department of Education and public school students. The council is comprised of 27 students in grades 10-12, selected on a rotating basis. Local nominating committees identify candidates and then a state nominating committee recommends appointments; 19 members represent the state's six congressional districts and the commissioner of education appoints eight members to assure appropriate representation of minority and disabled students, range of academic ability and affiliation with other statewide student organizations. The students review, from a state perspective, important educational issues and make recommendations based on these reviews.

Law-related education program. This program is a cooperative effort involving the Connecticut Bar Association, the Office of the Attorney General, and the Connecticut Consortium for Law-Related Education. The purpose is to strengthen civic and legal education in grades K-12 in Connecticut's schools by providing assistance in curriculum development and teacher training. Teachers are encouraged to focus on positive, interactive methods of teaching about law and citizenship. Special events such as the Mock Trial Competition, Junior Debate Program and the Court Visitation Program are held each year.

Bureau of Special Education and Pupil Personnel Services

The focus of the Bureau of Special Education and Pupil Personnel Services is to improve the quality of special education instruction and student support services by (a) providing direct technical assistance to local school districts, public agencies and private schools educating students with handicaps; (b) monitoring to ensure compliance with statutory requirements; (c) mediating disputes between school districts/agencies and parents; (d) administering due process and complaint procedures; and (e) distributing federal entitlement and discretionary funds to school districts/agencies for the provided purposes.

Compliance review program. Monitors school district and state agency policies and procedures to ensure compliance with state and federal special education laws and regulations. Provides technical assistance to and investigates private schools seeking special education program approval, and provides recommendations concerning approval to the State Board of Education.

Due process. Provides mediation and schedules formal hearings to ensure the due process rights of children with handicaps and their parents under state and federal laws and regulations. Receives, investigates and acts on complaints involving special education matters.

Federal programs. Distributes entitlement funds under federal Public Laws 89-313 and 94-142 to school districts and eligible agencies to assist them in providing supplementary special education and related services to children with handicaps. Assists in the granting or contracting of state-share and other discretionary funds under P.L. 94-142 to public and private agencies. A Special Education Resource Center is operated with federal handicap funds.

Program development/technical assistance. Develops guidelines for the provision of education and related services to handicapped and gifted/talented children. Provides technical assistance to school districts/agencies in the provision of educational and related services to handicapped and gifted/talented children.

Student support services program. Primarily concerned with the developmental, preventative and remedial services available within general education. Develops guidelines and reviews and evaluates local school district program operations in school psychology, social work, health, guidance and counseling services.

Surrogate parent program. This legislatively mandated program provides for the appointment of surrogate parents when the parent(s) or guardian(s) of a child who may require special education are unknown or unavailable, or the child is a ward of the state. These surrogate parents represent the child in the educational decision-making process. The majority of the children served by the program are committed to the guardianship of the Department of Children and Youth Services and may reside in foster homes.

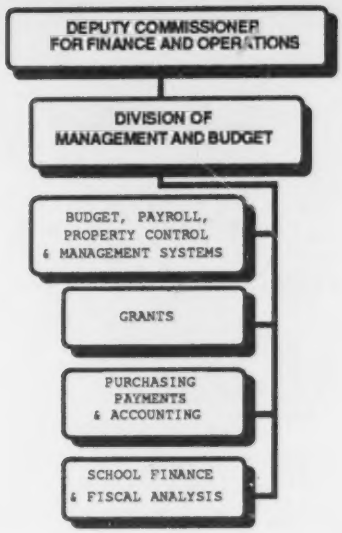
Table 3
Division of Education Support Services
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	4	$128,641	$ 24,287	-	-	-
Bureau of School and Program Development	12	379,213	64,202	-	-	-
Bureau of Special Education and Pupil Personnel Services	9	326,356	145,437	$45,500	-	-
Division Total	25	$834,210	$233,926	$45,500	-	-

Major Achievements

- Approximately 11,000 students from 13 local school districts were served in state-mandated bilingual education programs. (I)
- Approximately 60,000 students from 146 local school districts received supplemental educational programs and services under the Compensatory Education Grant Program. (I)
- School effectiveness principles were employed in 50 public schools. (II, VI)
- Some 15,000 students were enrolled in 21 summer school programs supported with funds from the Summer School Grant Program. (I, VI)
- Through the Special Education Resource Center, in-service training was provided to more than 5,880 special education, regular education, and pupil personnel staff and parents of children with handicaps. (I, II, VI)
- A Special Education Program Evaluation Manual was designed and disseminated to local school districts and private agencies. (I, VI)
- A resource manual for the transition from school to work for special education students was distributed statewide and made available to practitioners in the field and to parents of students with disabilities. (I, III, VI)
- Nearly 40 special education compliance reviews were conducted. (I)
- A departmental committee was convened to study the issue of racial equity in the Connecticut public schools. (I)

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
	1	$ 61,353	-	-	$86,960,338
	24	1,875,955	$ 359,737	$ 7,790	-
	22	1,775,153	1,773,603	8,818	-
	47	$3,712,461	$2,133,340	$16,608	$86,960,338



This division provides systems and services to support the State Department of Education's financial functions and to enhance the agency's effective management and operation.

The Division of Management and Budget is composed of four functional units: School Finance and Fiscal Analysis; Bureau of Grants Processing; Budget, Allotment, Payroll, Property Control, and Management Systems; and Accounting, Payments, and Purchasing. These four operating offices support the agency's activities in the areas of data collection, verification, and reporting for financial and personnel management, grants processing, and information management.

Budget, Allotment, Payroll, Property Control, and Management Systems

This unit coordinates a budget development process which ensures that an orderly, complete, accurate and timely budget request is prepared; prepares, monitors and processes payrolls, inventories and leases; operates the central stockroom; and provides centralized mail and duplicating services to the agency. The management systems unit assists the division in information management, monitors audit recommendations and forms review.

Accounting, Payments, and Purchasing

The Accounting Unit performs all functions required to record and report all financial transactions of all funds received and dispersed by the agency on time and accurately.

Payments and Purchasing performs all functions required to provide a centralized system for purchases, payments and contract processing for the agency in compliance with state regulations.

School Finance and Fiscal Analysis

This unit provides the State Board of Education with information and analysis to help the board evaluate and improve state school finance equalization formulas and student equity. It provides data to the State Board of Education, other state and local policy makers, State Department of Education staff, local school districts and concerned members of the public regarding the financing of schools in Connecticut and other states.

Bureau of Grants Processing

This bureau ensures that the local school districts of the state, other eligible local education agencies and other eligible state agencies receive their proper share of state and federal grants-in-aid for educational purposes, based on local reports and other substantiating materials processed through the bureau. The staff conducts reviews and provides technical assistance to grant recipients in order to ensure compliance with current state and federal legislation and regulations. The bureau produces information useful for policymaking and management relative to the impacts, implications and analysis of legislation affecting grants-in-aid. Budget projections and analysis used in developing and monitoring the agency budget also are provided by this bureau.

Major Achievements

The accomplishments of the Division of Management and Budget in 1986-87 relate particularly to State Board of Education goals I and IX.

- Carried out research studies improving understanding and analysis of the effects of present education aid formulas to assist development of a planned new formula aimed at providing greater equity. (Board Goal I)
- Presented two workshops on the Educational Equalization Grant. (I)
- Working as staff to the Governor's Commission on Equity and Excellence in Education, the Educational Equity Study Committee and the State Board of Education, shared in the implementation of the Education Enhancement Act. (I)
- Prepared computer simulations which incorporated the basic thrusts of the Educational Equity Study Committee's initiatives. (I)
- Implemented Statewide Accounting System (SWAS) expenditure coding. (IX)

- Processed all retroactive salary agreements. (IX)

- Implemented an integrated attendance payroll system which incorporates the requirements of the Statewide Management Science of America (MSA) Payroll System and the department's Payroll Expenditure System (PES). (IX)

- Developed management reports for budget monitoring. (IX)

- Developed a telephone billing system. (IX)

- Conducted an organizational analysis of the Division of Management and Budget. (IX)

- Designed a management program data base. (IX)

- Monitored the Auditrack, Payroll Expenditure System, Attendance, Inventory, and Forms Management Systems. (IX)

- Made more than $72 million in major grant payments under provisions of the Education Enhancement Act. This included approximately $30 million in Salary Aid, $15.8 million in General Aid, $12.2 million in Minimum Salary Aid, $5.3 million in Teacher-Pupil Ratio Aid and $1.2 million in Professional Development grants. (I)

- Improved data processing systems which have increased the ability of the Bureau of Grants Processing to enter and verify critical information on the Educational Equalization Grant. (IX)

- Implemented and monitored the Asbestos Identification and Abatement Program mandated by P.A. 85-541 and 86-65.

- Reviewed and updated procedures manuals, logging systems and staff training procedures.

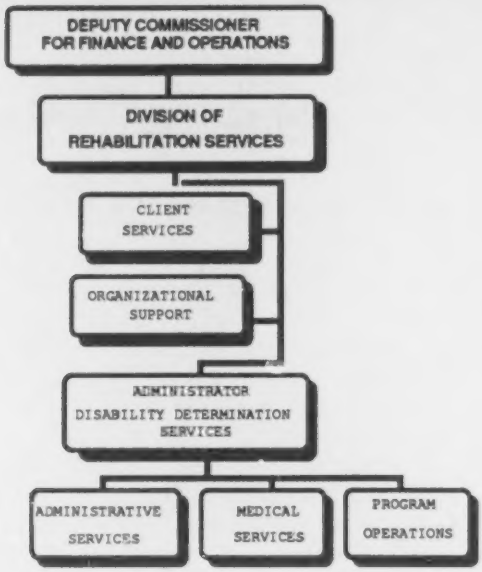
Table 4, Division of Management and Budget Resources, appears on the following pages.

Table 4
Division of Management and Budget
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	5	$ 287,364	$ 239,129	-	$146,264	-
Budget, Payroll, Property Control and Management Systems	26	812,361	851,984	-	11,776	-
Accounting, Payments and Purchasing	51	1,490,892	37,716	-	17,787	-
Bureau of Grants Processing	23	905,530	54,987	-	2,403	$755,371,046
Division Total	105	$3,496,147	$1,181,816	-	$178,230	$755,371,046

	Federal and Other Funds				
	Posi-tions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
	-	-	-	-	-
	-	-	-	-	-
	4*	-	-	-	-
	14*	-	-	-	-
	18*	-	-	-	-

* These positions are supported by funds reported in other operating divisions of the agency.



The Division of Rehabilitation Services functions to restore persons with disabilities to productive work and independence through a program of rehabilitation services administered in accordance with state and federal legislation.

The division provides individuals with a wide range of services including vocational guidance, counseling, training, independent living services and job placement. The staff also administers a program to determine the eligibility of applicants for benefits under the Social Security Disability Act of 1954, as amended.

Disability Determination Services

In accordance with federal law and Social Security Administration regulations, the Bureau of Disability Determination Services adjudicates claims to determine eligibility for cash benefits from the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs.

Program operations. To determine the eligibility for disability benefits, the staff documents and analyzes medical vocational evidence submitted in support of individual claims.

Medical services. To assure timely and accurate documentation of the extent and vocational implications of each claimant's disability, staff processes medical evidence of record and establishes the medical eligibility of claimants for benefits.

Administrative. Staff provides the support services necessary for the implementation of program goals, including fiscal operations,

staff development, quality assurance and data collection and dissemination. The Disability Hearings Unit ensures claimants due process prior to denial or termination of benefits.

Bureau of Organizational Support

The Bureau of Organizational Support coordinates the division's program planning, evaluation, research, human resources development and medical consultation activities. Through the use of federal/state grants, cooperative efforts with other agencies, and the provision of technical assistance, the bureau fosters the development of new or the expansion of existing services to clients.

Program Planning and Development. Personnel coordinate the preparation of state and federal planning documents, administer a federal/state grants program, provide technical assistance in the development of innovative programs and develop cooperative agreements with other agencies.

Program Evaluation. Staff coordinates data collection and monitoring of client and program outcomes. Personnel also conduct quality assurance activities relating to case recording, case reviews, and caseload management. In addition, information from research and program evaluation activities is disseminated.

Human resource development. Staff coordinates the recruitment, selection, orientation and training of staff.

Medical consultation. Personnel coordinate the recruitment and selection of qualified medical, psychological and other health care professionals, monitor the quality of medical reports, provide training to staff and medical consultants, and maintain agency fee schedules.

Consumer affairs. Staff coordinates client advocacy/outreach and the division's Consumer Advisory Council, responds to client inquiries and oversees appellate procedures.

Bureau of Client Services

The Bureau of Client Services provides direct, individualized services to clients. Staff administers the state-federal programs of vocational rehabilitation and independent living for persons with disabilities in accordance with state and federal laws and regulations. Through a statewide network of rehabilitation facilities and community-based programs, the bureau promotes the development of new and the expansion of existing services to clients.

Independent living. Staff coordinates the provision of comprehensive independent living services to increase the functional independence of severely disabled persons not currently eligible for

the vocational rehabilitation program, and works closely with vocational rehabilitation counseling staff.

Facilities. Staff coordinates the purchasing and monitoring of services to clients offered by rehabilitation facilities and workshops throughout the state, and provides assistance concerning program expansion and development to the staff of rehabilitation centers.

Casework consultation. Personnel provide consultation and technical assistance to district office staff on unusual or extraordinary issues relating to the specific service needs of individual clients, and on contracts for medical, psychological, architectural and engineering consultants.

Placement. Personnel provide consultation and coordination to agency staff to develop job placement strategies which provide clients with employment commensurate with their skills, ability and interests.

Major Achievements

The accomplishments of the Division of Rehabilitation Services relate particularly to State Board of Education Goal III--to improve skills for future employment--and to goals I, IV and VI.

- Provided vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and/or post-employment services to 14,349 persons with physical or mental disabilities. Of these, 2,143 were rehabilitated. (III)

- Received more than 25,500 claims for Social Security Disability Insurance and Supplemental Security Income benefits and adjudicated 24,825 of these claims. The average processing time was 67 days. (III)

- Provided costly cognitive and vocational adjustment training with funding received through a budget option to 105 clients with traumatic brain injuries who would not ordinarily receive services. (I, IV)

- Implemented a cooperative agreement with the Board of Education and Services for the Blind to coordinate referral procedures, the provision of services, staff training and client placement activities to insure that deaf/blind clients receive appropriate individualized rehabilitation services. (I, VI)

- Strengthened linkages with school districts to allow a smooth transition from school to work for students with disabilities through the following activities:

-- a legislated project to expand vocational rehabilitation services in secondary schools in Bloomfield, Hartford, West Hartford and Wethersfield;

-- cooperation with Project Test, a two-year project in Avon, Enfield, Hartford, Rocky Hill, Wethersfield and Windsor to develop individual "transition plans" for students with disabilities;

-- increased coordination activities with local education administrators, special education personnel and planning and placement teams; and

-- training school district staff in the concepts and use of supported employment techniques. (III)

- Committed division staff and resources to lead the department's initiative to transition students from school to work and coordinate the activities of other divisions in this effort. (III)

- Implemented Project ISABEL, a computerized software system to match employment opportunities with individuals with severe disabilities, in the division's Hartford district. (III)

- Developed state regulations to strengthen the legal base of the division's service delivery system. Held five public hearings, one in each of the division's five geographic districts, to allow opportunities for public input and comment. (III)

- Submitted a grant application to the U. S. Department of Education, Rehabilitation Services Administration, for funding to establish an independent living center in Northwestern Connecticut. (I, III)

Table 5
Division of Rehabilitation Services
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	5	$224,214	$2,124	-	-	$3,531,655
Disability Determination Services	-	-	-	-	-	-
Bureau of Client Services	-	-	-	-	-	-
Bureau of Organizational Support	-	-	-	-	-	-
Division Total	5	$224,214	$2,124	-	-	$3,531,655

- Secured $417,000 in federal funding for the first year of a five-year grant from the U. S. Department of Education, Office of Special Education and Rehabilitation Services, to develop supported employment opportunities for people with severe and multiple disabilities. (III)

- Conducted a survey of individuals, agencies and organizations, internal and external to the division, as the first step in the development of a five-year strategic plan. (III)

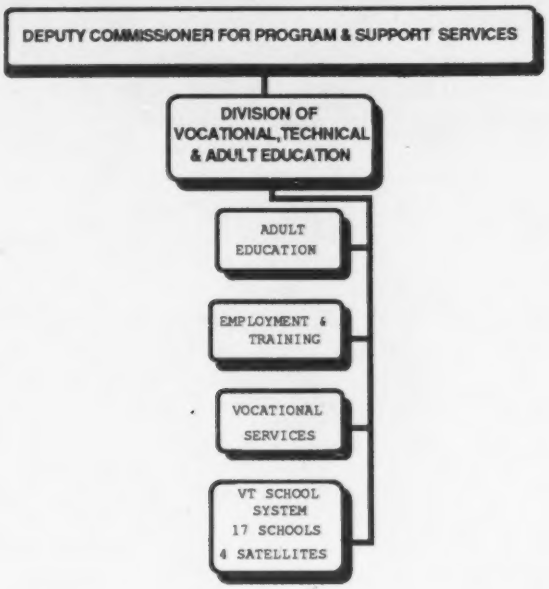
- Established a committee composed of persons with disabilities, employers, legislators, educators and representatives from agency advisory committees, state agencies and private agencies to advise the division on planning and policy development. (III)

- Continued a joint effort with the Departments of Mental Health and Mental Retardation to coordinate case planning, management and funding to increase the cost effectiveness of service delivery and to enhance work alternatives for clients of these agencies. (III)

- Continued a strong commitment to job placement through representation on the Governor's Policy Academy to develop supported work sites for developmentally disabled individuals and through membership on the board of the Corporation for Supported Employment. (III)

- Initiated the development of a marketing plan and an integrated package of print/audiovisual materials describing the division's mission, services and accomplishments. (III)

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
	11	$ 438,980	$ 33,600	$18,619	-
	163	5,541,530	5,576,484	-	-
	16	731,034	81,561	-	-
	164	5,828,412	525,585	-	-
	354	$12,539,956	$6,317,230	$18,619	-



The Division of Vocational, Technical and Adult Education is comprised of the Vocational-Technical School System and three bureaus devoted to adult education, employment and training, and vocational services.

The division operates the regional vocational-technical schools and satellites; plans, funds, evaluates and provides technical assistance for secondary, postsecondary and adult vocational education programs; provides youth and adult job training and adult basic education; administers the General Educational Development (GED) or high school equivalency program; and provides administrative services for the State Occupational Information Coordinating Committee (SOICC).

Vocational-Technical School System

The state's Vocational-Technical School System consists of 17 regional vocational-technical schools and four satellite operations. The schools' mission is to provide intensive occupational-specific training below the associate degree level. This equal opportunity program is offered for youth and adults in collaboration with business, labor, and community groups in preparation for the demands of the 21st century.

Academic instruction is provided to ensure that students will be career-directed and will possess communications, problem-solving and citizenship skills which allow them to be productive, adaptable and satisfied individuals. The goal of the regional vocational-technical schools is to increase employability of Connecticut citizens and to stimulate economic growth by providing comprehensive training in 44 occupational areas. Although the primary population served is high school students who receive both an academic program and trade training, adults participate in postgraduate and adult programs.

Curriculum and teaching. Staff consultants provide direction and consulting services for academic programs and the 44 trade programs offered in the schools.

School services. Consultants offer assistance and direction concerning guidance, special education, remedial reading, bilingual education, Chapter 1 program and psychological services provided in the schools.

Adult students. A variety of programs for adults is offered by the vocational-technical schools. Post-technical extension programs, primarily for individuals who are registered apprentices, are carried out in cooperation with the Connecticut Apprenticeship Council, which sanctions apprenticeship training in the state. Evening Trade Extension classes meet the needs of a variety of students. The schools also provide supplementary classes designed to provide additional training or upgrading for persons employed in a trade or health field, and offer trade preparatory classes to prepare individuals for employment in a trade or related field. In addition, courses for lifelong learners are offered in many schools.

Building operations and maintenance. Staff is responsible for managing all renovations and new construction for all the schools in the system.

Bureau of Adult Education

The activities of the Bureau of Adult Education seek to improve the availability and quality of education and training for adults.

Adult education for basic skills. The staff develops programs and provides technical assistance to help communities meet the educational needs of out-of-school youth and adults including adults who have not completed 12th grade, adults who have not completed 8th grade, non-English-speaking adults, and other adults who need vocational and occupational training.

High school equivalency program. Staff administers the General Educational Development (GED) examination. In 1986-87, 6,432 residents took the examination; as a result 3,912 received high school equivalency diplomas. During fiscal year 1987, the procedure continued for awarding an honors State High School Diploma as a means of recognizing academic excellence. During 1986-87, 418 honors diplomas were issued.

Program and school approval. Staff is responsible for approving private occupational schools and their programs. As mandated in the Connecticut General Statutes, approval involves considerable program monitoring and evaluation. Monitoring the Private Occupational School Student Protection Fund and the Student Benefit Fund, and approval and monitoring of public and private school secondary driver education programs, also are mandated responsibilities.

Veterans' education. This unit is responsible for approving educational programs; veterans and other eligible persons can receive benefits only when they attend approved programs. Staff also maintains liaison with the U.S. Veterans Administration; transmits approvals and reports of visitations to schools; evaluates applications for new programs at approved schools; participates in seminars and meetings with state and national groups; and periodically issues school and course directories and other information for veterans.

Bureau of Employment and Training

The Bureau of Employment and Training administers two programs, Jobs for Connecticut Youth and the Job Training Partnership Act, which serve to prepare disadvantaged out-of-school youth and adults to enter the work force. It also administers the gender equity provisions of the Vocational Education Act and the Methods of Administration for Civil Rights Compliance, and provides administrative services for the State Occupational Information Coordinating Committee.

Jobs for Connecticut Youth (JCY). JCY continued to demonstrate the importance of focusing on coordination and collaboration in the planning and delivery of services for at-risk youth. The initiative involves representatives from local business, industry, education, labor and public service organizations. They are organized into six Area Action Teams (AATs) responsible for planning, coordinating, funding and evaluating programs which make maximum use of existing resources, avoid duplication and engender community support. During the 1986-87 program year, 914 at-risk youth participated in basic skills and vocational training programs at an average cost of $438 per participant. Staff from the division assisted local personnel in coordinating the use of the federal, state and local resources available.

Job Training Partnership Act (JTPA). The Employment and Training Bureau staff administers the State Education Coordination and Grants program authorized under the federal Job Training Partnership Act. Staff members work with a broad spectrum of local agencies in planning, designing and conducting a variety of programs to provide training and services to disadvantaged Connecticut residents. Program efforts during 1986-87 focused on basic skills, dropout prevention and occupational training for hard-to-serve populations.

Gender equity coordination. Staff activities are designed to increase the access of males and females to the full range of vocational and career options available and, based on the personal talents and interests of students, to eliminate traditional sex stereotyping in vocational choices. The staff manages a displaced homemaker program which provides support services, including vocational counseling and prevocational training, and administers federal grants which provide, for local school district staff and students, in-service programs to eliminate sex bias.

Methods of Administration (MOA). The Bureau of Employment and Training administers the agency's methods of compliance with the civil rights regulations which are binding on the State of Connecticut. The agency carries out its responsibilities through a combination of on-site reviews and desk audits to determine if vocational programs are operating in compliance with federal civil rights laws, including Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

State Occupational Information Coordinating Committee (SOICC). SOICC's activities serve to improve the skills for future employment of students and adults in the state. This is done through providing career and labor market information for use in career decision making, as well as providing occupational information for use by educational planners and job training officials.

Bureau of Vocational Services

The Bureau of Vocational Services provides a wide range of services to assist local school districts to provide high quality vocational education programs.

Curriculum and program development. The staff develops, updates and disseminates vocational curriculum and guidelines for quality vocational programs, including special services and activities for disadvantaged students and students with handicaps. Specialists--in the subject areas of business education, consumer home economics, diversified occupations, health occupations, industrial arts, marketing and distributive education, vocational agriculture education, and vocational guidance--work closely with professional and business associations and higher education institutions to maintain the quality of vocational education instruction and to provide both preservice and in-service professional development activities for professional staff.

Exemplary vocational programs and practices. Staff administers a program which funds research, exemplary programs and curriculum development projects designed to improve the delivery of vocational programs and to increase participation in vocational education. Information about successful vocational education program practices in the state is identified and disseminated.

Vocational education program compliance. Staff provides technical assistance to all local school districts, institutions, contractors or others who receive vocational entitlements or grants under state and federal legislation. Staff members help recipients prepare an annual plan, grant applications, state and federal contracts, proposals for competitive grants and special projects, as well as arrangements for collaborative programs. The primary concern is the quality of vocational education. On a regularly scheduled basis, staff monitors up to 20 percent of all entitlement programs in a process which includes on-site visits and a written evaluation.

Vocational student organizations. Staff coordinates the activities of seven vocational student organizations, including an active membership of nearly 12,000 students: the Connecticut Council of Vocational Student Organizations (CCVSO); American Industrial Arts Student Association (AIASA); Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); and Vocational Industrial Clubs of America (VICA).

Activities include supervising students participating in state, regional and national activities; providing in-service programs for present and prospective local and state advisors and officers; conducting seminars and conferences to help young adults develop vocational competencies as well as awareness of civic, social and moral responsibilities. Staff members also endeavor to establish relationships with the business and industrial communities and to maintain relevant, up-to-date vocational instruction in local high schools.

Major Achievements

The diverse activities of the Division of Vocational, Technical and Adult Education relate to five of the seven board goals.

- Developed new occupational programs including Signal and Communications and Computer Repair. (III)
- Made major purchases of high technology equipment to keep trade programs current with business and industry. (VI)
- Utilized the Connecticut Mastery Tests for student admission, program instruction and compensatory education. (I)
- Participated in the Common Core of Learning Program at the Ella T. Grasso Southeastern Regional Vocational-Technical School. (VI)
- Developed a new vocational-technical school video for student recruitment and implemented a 7th grade Exploratory Program in four regional vocational-technical schools. (I)
- Conducted professional development training for administrators and instructors using the Madeline Hunter program design. (II)
- Expanded the school psychological services and gifted and talented programs. (I)
- Developed protocols for responding to student needs in areas such as substance abuse, pregnancy, and suicide prevention. (I)

- Assisted the Coalition for Literacy in identifying the scope of the illiteracy problem in Connecticut. (VII)

- Refined the computerized data base capable of quantifying and analyzing adult education enrollments and fiscal information. (VII)

- Developed criteria for minimum program standards of operation for classes for the limited English proficient, basic skills and GED preparation programs. (IV)

- Initiated a five-year competency-based adult education implementation plan (Project CAPP) and piloted the plan in six districts. (IV)

- Implemented a pilot project for adult high school diploma programs which would serve as the model for those programs statewide. (IV)

- Expanded the GED home study model. (IV)

- Developed a system for scoring the new GED test which will be implemented in FY 88. (IV)

- Utilized federal funding to provide local, regional and statewide teacher training and professional development workshops and institutes. (II)

- Conducted on-site civil rights compliance reviews of vocational programs at 16 subrecipients of vocational funds: ten local education agencies, two community colleges, one regional educational service center, two vocational-technical schools, and one correctional center. Outcomes included removal or scheduled removal of physical barriers to the handicapped in more than 150 instances, replacement of outdated employment application forms, and adoption or revision of nondiscrimination statements and grievance procedures. (I)

- Commissioned a status report on the state's displaced homemakers and single parents, which provides the first coherent profile of the populations factoring in age, race, education, income and other variables. (III)

- Assisted in the development and funding of a model project to train low income women in technical fields (a collaborative effort of several state agencies and private industry). (III)

- Continued the development, refinement and marketing of the Connecticut Micro Occupational Information System, which contains information on occupational supply matched with occupational demand. Users include program planners, administrators and career decision makers. (III)

- Published and distributed statewide two SOICC newsletters aimed at communicating the scope of career and labor market information provided by SOICC. (III)

- Cosponsored with the State Job Training Coordination Council a statewide conference on collaboration. (III)

- Implemented interpersonal and cognitive skills instruction in state education coordination and grants programs to assist in the development of these competencies to aid in coping with the demands of the changing workplace. (III)

- Addressed the needs of underserved populations such as black and Hispanic persons, single parents, teenage parents, limited-English-proficient individuals and out-of-school youth. (III).

- Provided resources to counsel students to assist with providing employability and job retention skills and to identify employment opportunities available in respective labor market areas. (III)

- Based on a request for proposals for Vocational Education Grants for Excellence ($100,000-$400,000 with a 25 percent collaborative match), awarded three new grants totalling $987,000, in addition to the five previously approved grants. (III)

- Added homemaking management components to Nursing Assistance Programs in cooperation with new regulations in the Public Health Codes. (VI)

- Added a new 12' x 66' mobile plastics lab to the Plastic on Wheels (POW) program, which received the 1987 Industrial Technology Education Outstanding Program of the Year Award. (VI)

- Conducted 129 workshops, meetings and in-service activities for 3,000 vocational educators, administrators and members of the business community from the local education institutions. (II)

- Placed 2,500 students in cooperative education workstations in more than 1,500 businesses; these students earned an average of $2,375. (III)

- A Vocational Education Magnet School grant and an aquaculture grant were approved by the legislature. (III)

- Three home economics programs were cited for Education Programs of Excellence. (VI)

- The FY 1986 Performance Report for the Carl D. Perkins Vocational Education Act was accepted without amendment. (VII)

- Conducted five townwide vocational education evaluations, 17 handicapped/disadvantaged and 6 postsecondary evaluations to assist in the improvement of vocational education in those districts/schools/institutions. (VII)

Table 6
Division of Vocational, Technical and Adult Education
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	8	$ 212,523	$ 67,780	-	-	-
Bureau of Adult Education	16	425,043	61,627	-	-	-
Bureau of Employment and Training	0	-	13,949	$571,259	-	-
Bureau of Vocational Services	6	159,370	70,977	-	-	-
Regional Vocational-Technical Schools	1,475	41,196,809	7,278,709	-	$793,584	-
Vocational-Technical School Administration	32	823,521	276,118	-	18,396	-
Division Total	1,537	$42,817,266	$7,769,160	$571,259	$811,980	-

	Federal and Other Funds				
	Posi-tions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
	4	$ 92,408	-	-	$10,116,475
	4	64,922	$ 1,998	-	-
	6	231,826	1,632	-	-
	23	852,394	308	-	-
	85	1,604,610	22,780	-	-
	14	208,204	3,376	-	-
	128	$3,054,364	$30,094	-	$10,116,475

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Division of Vocational, Technical
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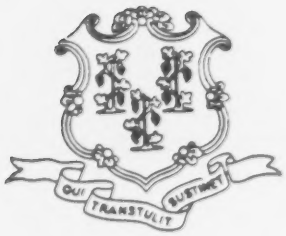
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